

STRATEGIC SCHOOL PROFILE 2008-09

High School Edition

**E. O. Smith High School
Regional School District 19**

LOUIS F. DELORETO, Principal
 FRANCIS X. CRONIN, Asst. Principal
 SHEILA RIFFLE, Asst. Principal
 Telephone: (860) 487-0877

Location: 1235 Storrs Road
 Storrs,
 Connecticut

Website: www.eosmith.org/

This regional school district serves Ashford, Mansfield, Willington

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional with Reg. Agricultu
 School Grade Range: 9-12

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 1,172
 5-Year Enrollment Change: -5.6%

District Reference Group (DRG): C DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	97	8.3	4.8	26.0
Students Who Are Not Fluent in English	11	0.9	0.3	3.3
Students Identified as Gifted and/or Talented	291	24.8	4.9	4.7
Students with Disabilities	185	15.8	10.3	10.6
Juniors and Seniors Working 16 or More Hours Per Week	55	13.4	16.9	19.0

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	17.7	19.3	18.7
Biology I	19.0	18.5	19.3
English, Grade 10	16.6	18.8	19.1
American History	15.9	19.1	19.9

Language Instruction: Instruction was offered in the following language(s): French, German, Latin, Spanish.

Instructional Time	School	State High Schools
Total Days per Year	180	182
Total Hours per Year	1,050	1,007

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

An average of 27 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2007-08 School Year	65.4	30.5

Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2008	22.0	23.8	23.3

% of Class of 2008 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	95.8	94.1
Chemistry	76.3	73.6
4 or More Credits in Mathematics	66.0	65.5
3 or More Credits in Science	100.0	91.1
4 or More Credits in Social Studies	52.3	55.4
Credit for Level 3 or Higher in a World Language	64.9	60.6
2 or More Credits in Vocational Education	31.3	59.2
2 or More Credits in the Arts	31.3	41.6

Class of 2008

This school required more than the state minimum number of credits for graduation in health, physical education, science.

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.9	0.3	3.3
% of Gifted and/or Talented Students Who Received Services	0.0	22.1	39.3
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	59.5	70.6	72.6

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	2.6	2.2	2.4
% of Computers with Internet Access	100.0	100.0	99.2
% of Computers that are High or Moderate Power	84.5	98.3	98.8
# of Print Volumes Per Student*	15.8	19.0	16.0
# of Print Periodical Subscriptions	73	55	48

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

Interactive Distance Learning: This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 0.4% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education: Teachers and Instructors		90.60
Paraprofessional Instructional Assistants		4.60
Special Education: Teachers and Instructors		13.40
Paraprofessional Instructional Assistants		23.00
Library/Media Specialists and/or Assistants		2.00
Administrators, Coordinators, and Department Chairs		7.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		9.80
School Nurses		3.00
Other Staff Providing Non-Instructional Services and Support		36.00

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	15.6	14.5	13.8
% with Master's Degree or Above	75.0	74.0	72.9
Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	4.5	6.4	8.4
% Assigned to Same School the Previous Year	92.6	87.2	87.0

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

A number of programs and activities are scheduled each year to encourage parents and guardians to be better informed about the programs and services at the high school.

- The principal maintains an eboard on the school home page that includes updated articles and event information.
- E.O. Smith provides on-line access to student attendance, discipline and grade information.
- The principal attends monthly Parent's Association meetings to provide a monthly report and answer questions.
- Each fall, parents are invited to a school Open House which is always very well attended. Those in attendance have an opportunity to meet their child's teachers and to become more knowledgeable about each of their child's classes.
- The athletic department hosts a 'meet the coaches' night' for those parents whose children are playing on athletic teams.
- The guidance department invites parents to attend a "Post Secondary Planning" workshop which focus on resources for financial aid and college admissions.
- The school maintains a local access television channel which is updated daily with district and school information.
- The school website offers current information for students, parents and staff. Teachers post class information on eboards allowing students to access documents and calendars of upcoming assignments.
- All ninth grade students were given calendar agendas for the year along with training on how to use them and effectively manage their tasks and time.
- A student newspaper, The Oracle, is issued each marking period with a special senior edition at the end of each year.
- The guidance and FFA newsletters offer information and news on these respective departments.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	7	0.6
Asian American	58	4.9
Black	29	2.5
Hispanic	43	3.7
White	1,035	88.3
Total Minority	137	11.7

Percent of Minority Professional Staff: 1.6

Non-English Home Language: 3.8% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 19.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Edwin O. Smith High School continues its involvement in programs that expand our interactions with students from varying backgrounds. Students and staff participated in the following programs:
 We are currently involved in four international exchange programs with schools in Central America and Europe. The exchange programs provide our students, and those of from our sister schools, with a variety of opportunities to visit with each other, practice their language skills, develop an understanding of different cultural practices and celebrate our differences. E.O. Smith students and staff have also joined a cause to support a non-profit organization for clean water in Haiti called Roots of Development. Fundraising events were held this past summer and will continue through the school year. In addition, E.O. students and staff raised \$1,800.00 in support of building the very first school in the village of Ariang in South Sudan.
 Our Peer Natural helper and Student Congress programs include over 100 students. Both groups have a weekend retreat that involves team building training centered on becoming peer leaders and model our five core values of respect, responsibility, integrity, achievement and community

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	47.9	39.9	74.7

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2007-08	School	State High Schools
Number of Courses for which Students were Tested	12	10.0
% of Grade 12 Students Tested	4.3	21.2
% of Exams Scored 3 or More*	94.7	72.8

*A score of three or higher is generally required for earning college credit.

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	59.5	47.4	70.4
Writing Across the Disciplines	66.9	55.0	69.9
Mathematics	68.3	47.8	80.9
Science	58.8	42.8	78.4

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

SAT® I. The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2008	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	561	507	91.2
Critical Reading	550	503	91.2
Writing	547	506	89.0
% of Graduates Tested	74.8	74.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	89.7	92.1	22.4
Cumulative Four-Year Dropout Rate for Class of 2008	10.2	6.6	17.9
2007-08 Annual Dropout Rate for Grade 9 through 12	1.3	2.5	43.2

Activities of Graduates	School	State
% Pursuing Higher Education	80.9	84.1
% Employed, Civilian and Military	9.2	11.0

Student Attendance	School	State High Schools
% Present on October 1	96.4	94.6

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 84 students were responsible for these incidents. These students represent 7% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	2	0
Personally Threatening Behavior	11	0
Theft	17	0
Physical/Verbal Confrontation	3	0
Fighting/Battery	31	0
Property Damage	0	0
Weapons	6	0
Drugs/Alcohol/Tobacco	16	0
School Policy Violations	43	0
Total	129	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

The district continues to expand its intervention programs to assist students who require academic and behavioral intervention. A new writing center is open and uses a peer editing model in enhancing the writing skills for identified students. The writing center is the third area of academic support for students (math tutorial and reading center). Other programs contributing to the school wide support system include Positive After School Support (PASS) and Credit Recovery Program (CRP).

E.O. Smith celebrated its 50th anniversary in 2009. Marking the celebration were a series of fundraising activities that supported the E.O. Smith High School Foundation, which provides over \$10,000 in scholarships in support of teaching and learning activities and programs. As part of the year-long celebration, academic and athletic halls of fame were established each inducting 5 members in the inaugural classes.

The advisory program was increased to include grades 9-11. The 12th grade students will be participating in seminar discussions of relevant topics specific to their age group. Through this program, we aim to establish more connections with peers and adults while discussing important life topics in a school environment.

The E.O. Smith transition program provides an informative and welcoming introduction to E.O. Smith for incoming 9th graders and their families. This year a parent component was added which included phone call introductions from existing parents, a panel discussion of current students and an open house program specifically designed to assimilate incoming parents. From start to finish, the transition program spans an entire year and includes several notifications and events.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

- E.O. Smith faculty members teach over 30 University of Connecticut Co-op courses.
 - Connecticut Drama Association awarded the E.O. Smith drama club an 2009 Ensemble Acting Award.
 - Two E.O. Smith Teachers published articles in scholarly journals.
 - Forty eight girls and boys athletic teams competed in the Central Connecticut Conference.
 - The guidance department hosted two on-site career opportunity fairs.
 - The guidance department held specific panel discussions for parents on post secondary planning & paying for college in a declining economic climate.
 - E.O. Smith continues to serve as a professional development training site for the NEAG School of Education at the University of Connecticut.
 - The girl's cross country team won the class L state championship.
 - The E.O. Smith Depot campus is running at full capacity. As part of the Big Picture Organization, the students have the opportunity to learn in a non-traditional setting and model. The program includes LTI internship placements for all Depot students.
 - Through the Liberty Bank Foundation grant, E.O.S. has secured over \$5,000.00 in total funds that provided direct financial support for our reading and writing centers.
 - A social studies teacher has been awarded the John H. Steadman Passion for the Social Studies Award. This annual award is generated from student applications.
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